DOCUMENT RESUME

ED 256 240 HE 018 275

TITLE	University of Nevada System Planning Report: 1985-1989. Future Directions for Nevada's Colleges and Universities.
INSTITUTION	Nevada Univ. System, Reno.
PUB DATE	Jan 85
NOTE	78p.
AVAILABLE FROM	University of Nevada System, 405 Marsh Avenue, Reno, Nevada 89509.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Standards; *College Planning; *Community Colleges; Computer Oriented Programs; Construction Programs; Degrees (Academic); Economic Factors; *Educational Facilities Planning; Educational Finance; Engineering Education; Enrollment Trends; Higher Education; Institutional Characteristics; Master Plans; *Multicampus Colleges; *State Universities; *Statewide Planning; Technical Education; Technological Advancement
IDENTIFIERS	Public Colleges; *University of Nevada System

ABSTRACT

Plans for the University of Nevada System for 1985-1989 are examined, with attention to: campus academic priorities, campus budget and capital construction needs, financial issues, academic standards and quality education, high technology and economic issues, and institutional characteristics. Included are 10 financial and 11 academic planning guidelines. Academic issues include: new admissions standards, the Regents' Scholar Program, a new statewide core of general education courses, developmental education (remedial or basic skills programs), statewide procedures for placement in English courses, the Western Interstate Commission for Higher Education Regional Graduate Program, and a statewide course transfer guide. Information is also provided on: statewide plans for technical and engineering education; academic computing; and enrollment trends and degrees and certificates awarded by system campuses during the early 1980s. A chart shows degrees offered by level and field for each campus. System institutions are: University of Nevada campuses at Las Vegas and Reno, Clark County Community College, Northern Nevada Community College, Truckee Meadows Community College, Western Nevada Community College, and the Desert Research Institute.

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256240

THE UNIVERSITY OF NEVADA SYSTEM PLANNING REPORT 1985-1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
University of Nevada System
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

NE 018 225

2

UNIVERSITY OF NEVADA SYSTEM PLANNING REPORT: 1985-1989

Future Directions for Nevada's Colleges and Universities

January 1985

University of Nevada System
Board of Regents

Mr. Daniel Klaich, Chairman
Mrs. Joan Kenney, Vice Chairman
Ms. Frankie Sue Del Papa
Mr. Joseph M. Foley
Mrs. Dorothy S. Gallagher
Mr. Chris Karamanos
Mrs. JoAnn Sheerin
Mrs. Carolyn M. Sparks
Mrs. June Whitley

Ms. Mary Lou Moser, Secretary to the Board

Dr. Robert M. Bersi, Chancellor
Mr. Mark Dawson, Deputy Chancellor for Administration
Dr. Warren H. Fox, Vice Chancellor for Academic Affairs
Mr. Ron Sparks, Vice Chancellor for Finance

University of Nevada System — Campus Presidents

University of Nevada, Las Vegas
Dr. Robert C. Maxson

University of Nevada, Reno
Dr. Joseph N. Crowley

Clark County Community College
Dr. Paul Meacham

Northern Nevada Community College
Dr. William Berg

Truckee Meadows Community College
Mr. V. James Eardley

Western Nevada Community College
Dr. Anthony Calabro

Desert Research Institute
Dr. George Hidy

INTRODUCTION TO THE PLANNING REPORT

The University of Nevada System currently consists of seven institutions; the University of Nevada, Las Vegas, the University of Nevada, Reno, Clark County Community College, Northern Nevada Community College, Truckee Meadows Community College, Western Nevada Community College, and the Desert Research Institute. The System enrolls over 40,000 students in various disciplines from occupational and training areas within the community colleges to doctoral programs at the universities. The System is governed by a nine member Board of Regents, and coordinated through the Office of the Chancellor. Each campus is headed by an institutional president. The campuses regularly engage in planning activities and in the review of academic programs. On a biennial basis, this Systemwide planning report is published which reflects the planning efforts of System institutions and which provides a statewide overview of public higher education in Nevada.

This publication entitled "The University of Nevada System Planning Report: 1985-89" contains goals and priorities of the University of Nevada System, and focuses on campus objectives and institutional plans. Also discussed are campus academic priorities, campus budget and capital construction needs, education financial issues, academic standards and quality education, high technology and economic issues, and institutional characteristics. These are critical issues facing higher education, and this planning effort reflects the System's continuing commitment to provide quality higher education for the State of Nevada.

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
I. OVERVIEW OF PLANNING GUIDELINES AND INSTITUTIONAL PRIORITIES	1
Goals of the University of Nevada System	2
Priorities of the University of Nevada System	3
Academic Planning Guidelines	5
Financial Planning Guidelines	7
CAMPUS OBJECTIVES AND INSTITUTIONAL GOALS	9
II. CAMPUS ACADEMIC PRIORITIES AND PROGRAMMATIC TRENDS	14
III. CAMPUS BUDGET PRIORITIES AND CAPITAL CONSTRUCTION NEEDS	21
IV. FINANCING HIGHER EDUCATION	31
V. ACADEMIC STANDARDS AND QUALITY EDUCATION	35
New Admissions Standards	35
Regents' Scholar Program	36
New Statewide Core of General Education Courses	37
Developmental Education	38
Statewide Procedures for Placement in English Courses	40
Annual University Report to Nevada High Schools	41
WICHE Regional Graduate Program	41
UNS Statewide Course Transfer Guide	42
VI. HIGH TECHNOLOGY AND ECONOMIC ISSUES	45
Engineering Education	47
Academic Computing	50
VII. UNIVERSITY OF NEVADA SYSTEM CHARACTERISTICS, ENROLLMENTS, AND DEGREES AWARDED	54
INDEX OF DEGREES OFFERED: UNIVERSITY OF NEVADA SYSTEM	**INSIDE BACK COVER**

Office of Academic Affairs
University of Nevada System

1985

CHAPTER ONE

OVERVIEW OF PLANNING GUIDELINES AND INSTITUTIONAL PRIORITIES

This report on the role and scope of the University of Nevada System is part of a continuous process of planning within the System. In 1983, Nevada 2000: Future Directions for Nevada's Colleges and Universities was released, which concerns public higher education in the state through the end of the twentieth century. Goals of the System, changing student demands, increased population, financial issues, future academic programs, and guidelines for planning were included.

The present document represents University of Nevada System recommendations for higher education in Nevada for the four-year period, 1985-89. It describes what the Board of Regents considers to be major higher education issues - reports on student enrollment, the attainment of needed fiscal support, providing quality education, attaining institutional goals, planning for engineering education, and other needs. It also contains campus information on academic priorities and programmatic trends, capital construction needs, budget priorities, and general comments about campus objectives and institutional goals.

The report also serves as an update on recently approved policies by the Board of Regents, including new admissions standards, new System core course requirements, English placement standards, the Regents' Scholar Program, academic computing, developmental education, and the statewide Transfer Guide which

contains all courses which transfer from the community colleges to the universities. Each of these issues affects the quality of education through the next two biennia.

Goals of the University of Nevada System were described in Nevada 2000, and excerpts from that report are contained below (on pages two through eight), which continue to serve as University System objectives and guidelines for action.

Goals of the University of Nevada System[1]

1. To provide all public programs of postsecondary instruction in Nevada.
2. To sponsor and undertake those programs of basic and applied research which complement the programs of instruction and which contribute to the cultural, economic, and social development of Nevada and the nation.
3. To sponsor and conduct continuing programs of public service for the citizens of the state.

To accomplish these goals and serve the citizens of Nevada through the year 2000, faculty, administrators, and staff will pursue the following policies.

Teaching: Instructional activities shall demonstrate a continued quest for academic excellence. Endowments for excellence in teaching shall be used to establish academic chairs so that additional teachers of national rank will join our college and university faculties. Outstanding performance in instruction shall be an important part of performance evaluation. Campuses shall undertake creative

---

[1]The following seven pages are excerpts from the University of Nevada System's publication, Nevada 2000.

recruitment to attract scholars, professionals, artists, writers, and scientists who will contribute to Nevada's growing reputation for excellence in teaching.

Scholarship: Outstanding teaching is dependent upon sound scholarship. University faculties shall pursue scholarship and research to create new knowledge and advance their disciplines and professions. Scholarship and creative work shall be protected by academic freedom and contribute to academic theory or national or regional issues.

Public Service: As a contribution to the State of Nevada, faculty and professionals shall make their expertise available to the people of the state, participate in civic studies, public forums, and professional associations to advance general knowledge and contribute to the general welfare.

Priorities

During the eighties and nineties, priorities of these components of the System shall be:

Community Colleges: To provide comprehensive community college educational services which include occupational education and continuing education to any citizen of the state who desires to enroll.

Nevada 2000, pp. 10, 12.

University of Nevada, Reno: To provide, as a land grant university, comprehensive baccalaureate and graduate programs in the liberal arts and sciences, mining, agriculture, medicine, and the professions.

University of Nevada, Las Vegas: To provide undergraduate and graduate education in the social sciences, sciences, humanities, and professional areas such as business education, hotel administration, and computer science, and engineering.

Desert Research Institute: To foster and conduct fundamental and applied scientific research, and to attract research funds and contracts from government and industry.

Office of the Chancellor: To provide leadership in higher education, academic program coordination and planning for the System, and informational, computing, and budgetary support for the System and its campuses.

In accomplishing these priorities, the University of Nevada System will increase cost effectiveness through the improved management of information, improved computer capacity for instruction and research, improved programmatic articulation among campuses, improved computerized System budget practices, and improved personnel policies to provide expertise, flexibility, and new ideas.

Nevada 2000, p. 12

Academic Planning Guidelines

In order to maximize the use of faculty, staff, and facilities, future planning concerning academic programs should consider the following guidelines:

1. A core of general education or liberal arts and sciences courses shall be required in all undergraduate programs in order that students may have a sound educational background, understand social and personal values, and be productive citizens of our society.
2. The distinction between the mission of the community college for lower division instruction and the universities for baccalaureate and graduate level instruction shall be maintained to avoid duplication of effort.
3. Periodic and regular reviews of academic programs will take place in order to maintain quality and reallocate resources to areas of instruction worthy of additional support.
4. Traditionally, changes have been made in academic programs through the addition of new programs, faculty, and funds. Innovation in new program development should consist of reallocation of resources, reassignment of instructors, faculty development, and interdisciplinary changes in curriculum.
5. Program development should be linked through careful planning to economic conditions of the nation, region, and the state. Where students seek an occupationally- or professionally-oriented degree, prospects for employment should be favorable for graduates.

Nevada 2000, pp. 51, 55, 56.

6. Academic admissions standards of specific programs at community colleges and universities should be consistent with the educational mission of the campus and demonstrated student levels of performance to assure competence. Graduation standards should also demonstrate student literacy and competence in selected areas.

7. Remedial programs should be coordinated among community colleges and school districts so that desired levels of student skills are reached without duplication of effort.

8. High technology and related needs should be identified by system institutions and instructional and research programs should be designed to meet these needs.

9. Doctoral programs of instruction and research should be encouraged in a limited number of areas where the ability to meet national standards of excellence exists.

10. Program development should be consistent with master plans of each institution and with statewide policies to ensure effective coordination and an improved cost-effective use of resources. Budgetary limitations should be related to program planning.

11. The development and location of professional schools should be based on demonstrated need and identified financial resources. Multi-year cost projects and estimates of graduates and employment opportunities also should be included.

Nevada 2000, pp. 55, 56.

Financial Planning Guidelines

The development of guidelines for effective use of financial resources and cost savings short of financial exigency should consider the following:

1. An increase in the student/faculty ratio as a cost-saving measure affects academic quality and programmatic balance. A student/faculty ratio should be supported that does not result in crowded classrooms, diminished academic quality, limited faculty turnover, or reduced number of classes.
2. Long-term effects of short-term savings measures such as reducing operating and maintenance costs or library acquisitions should be identified and considered in budgetary planning.
3. Program review and curricular review should occur on a regular basis, and programs should be eliminated or reorganized to realize savings.
4. Innovative methods of instruction such as planning some courses to be smaller, self-paced, computer or video based, or delivered through telestudies technology, should be offered along with traditional lectures to provide a new educational mix.
5. Budget policies should be adopted to reward cost savings and innovative fiscal management.
6. Institutional accountability for expenditures should be maintained and reviewed for compliance with established policies.

Nevada 2000, pp. 71, 72, 73.

7. Alternative programs for student aid, including flexible payment plans, should be developed in the light of rising educational costs and decreased federal support.
8. An improved management information system should be implemented to improve planning, administration, and budgetary practices.
9. Personnel and tenure policies should be adopted that ensure employee rights and allow flexibility in staffing patterns to meet changing enrollment and educational needs.
10. Efforts to increase private support should be encouraged and well integrated into fiscal planning and related to programmatic needs.

Nevada 2000, p. 73.

CAMPUS OBJECTIVES AND INSTITUTIONAL GOALS

Long-range goals were identified in Nevada 2000: Future Directions for Nevada's Colleges and Universities. All campuses will, according to Regents' policies, pursue these goals and objectives and will continually monitor and update these objectives. For purposes of this planning document, for the near future, each campus has provided a statement concerning its institutional goals. They are described below.

UNIVERSITIES

The University of Nevada, Las Vegas

The University of Nevada, Las Vegas' administration has pledged itself to meet one major goal during the next two biennia: the improvement and enhancement of the academic reputation of the campus. The institution will be work with public and private sectors to attract funding necessary for faculty research and development, for scholarships, for equipment, for the library, and for program development. All members of the campus are very optimistic about its future.

The University of Nevada, Reno

The University of Nevada, Reno, has the goal of becoming one of the nation's outstanding medium-sized land grant universities. It has engaged in a serious and thorough process of academic planning and programmatic review during the last four years. These exercises have resulted in significant programmatic changes within the university - in its organization, its commitment to

research, its academic offerings, and its delivery of public service programs. With the creation of a planning and budget team in 1983-84, UNR has moved to the forefront of American colleges and universities in implementing an on-going process of strategic planning whereby all academic and support programs will be integrated into the long-range planning process and into the annual budget process.

UNR is committed to high quality programs. This is demonstrated throughout the daily operation of the institution - in its recruitment and evaluation processes, in its planning, in its commitment to professional accreditation, in its willingness to review its programs and to reallocate resources, and in its new emphasis upon external funding through an aggressive grants-and-contracts program and the establishment of the UNR Foundation.

The Desert Research Institute

The Desert Research Institute is a unique organization, not only within Nevada and the University System, but among university-affiliated research organizations nationwide. It is an extremely valuable asset for the University System and the state for its capacity to stimulate university research and augment the development of excellence within the teaching programs, and to provide a technical resource for attracting, complementing, and developing a diversified, technical industry base in the state. And, as a dedicated "in-hours" scientific resource, it will respond to or anticipate research needs of the

people of Nevada. This is not a new policy for DRI, but a restatement of the purposes of the institute included in its enabling act 25 years ago.

THE COMMUNITY COLLEGES

Clark County Community College

Clark County Community College perceives the need to create an environment reflective of a commitment to excellence in all personal, social, and economic life endeavors; to encourage a desire for continuous learning and development for all persons; to enhance creative thinking, skills at problem-solving, and enriched imagination; to assist in the realization of the need to effectively enrich and blend inner and public life, to enrich the society by individual efforts; and to share and lead in community growth and development.

Northern Nevada Community College

Northern Nevada Community College will complete two decades of service in 1986. The college's closeness to, even inseparability from, the community has been repeatedly commended. NNCC has also been complimented for its flexibility and its ability to serve the needs of individuals and the community with minimal bureaucracy. No change of direction is anticipated. The community has been fortunate to have easy access to postsecondary education.

Access is not all. In its development, NNCC has sometimes sacrificed effectiveness for the magic of numbers. NNCC also will improve the selection of part-time faculty and in their

evaluation, development, and training. In the future, NNCC will develop ways of improving instruction of part-time personnel who perform much of the instructional load.

The objectives of NNCC are to provide for students' daily encounters with challenging courses and excellent teachers. Its goal, simply, is to match its attributes with any college of comparable size and resources.

Truckee Meadows Community College

Truckee Meadows Community College's programs and offerings are designed to meet specific educational and manpower needs of the communities it serves. The college's primary mission is to provide an atmosphere that supports the concept of lifelong learning. To achieve this mission, the college is committed to an open door philosophy. Truckee Meadows Community College believes in providing the opportunity and encouraging every citizen to develop to the level of his/her highest potential. Truckee Meadows Community College believes in a system designed to help students succeed as they strive to obtain educational and career goals. This is, and must be, achieved within a framework which recognizes, values, and provides quality in all that we offer. The college remains committed to the comprehensive community college five-fold mission as stated in the original State Plan:

- occupational education
- developmental education
- transfer education
- community services
- counseling and guidance

To achieve its five-fold mission, Truckee Meadows Community College continues its emphasis on effective teaching and maintaining quality standards for student performance.

Western Nevada Community College

Some of major goals for Western Nevada Community College for 1985-89 include the following:

- The development of an academic skills center which will include assessment and placement of students according to communication and computational skill levels.
- Continued review and assessment of occupational programs.
- Increased emphasis on the development of customizing training programs for business and industry.
- Monitoring and review of delivery services and facility utilization in its rural centers. Alternative delivery systems utilizing telecommunications will be considered.
- Increase the number and quality of community service courses and workshops.
- A formal needs assessment with a planned implementation of on-going needs assessment of the total college service area.

CHAPTER TWO

CAMPUS ACADEMIC PRIORITIES AND PROGRAMMATIC TRENDS

THE UNIVERSITIES

The University of Nevada, Las Vegas

The major academic priority for the University of Nevada, Las Vegas during this and the next biennium will be the establishment of a School of Engineering and Computer Science. It shall continue also to develop the library, and the business and hotel areas, both of which have enjoyed considerable enrollment growth during the past few years. At the same time, the campus will attempt to gain accreditation for those areas which have separate accrediting bodies. Specifically, the accreditation of the business program will be a major goal. UNLV shall, of course, continue to accredit all programs which have separate accrediting agencies. Music and the visual arts will be targeted immediately during this next year, and it shall also be seeking the Master of Fine Arts in each of these disciplines. If, in fact, the Department of Theatre Arts is ready or can be developed sufficiently to put forth an M.F.A., the campus shall encourage that degree, too. In keeping with the long-range plan to develop the Biological Sciences on the campus, they have already put forth a Phase I proposal for a new master's degree in Analytical and Environmental Chemistry. This program will be assisted by the presence of EPA on the campus. EPA has much equipment which can be used by students in the degree program. UNLV also shall continue to develop selected programs in the

liberal arts areas, and continue to improve the quality of teacher education. In essence, however, the major thrusts during the next biennium will be in engineering and the performing arts areas.

The University of Nevada, Reno

The University of Nevada, Reno is seeking to fulfill its role as a land grant university. All programmatic initiatives are based upon its planning documents, especially its statement of mission and goals. Carefully selected academic programs have been initiated within the last two years and others are in the process of being developed. These include: Donald W. Reynolds School of Journalism (1984), Ph.D. in Basque Studies (1984), Ph.D. in Cellular and Molecular Biology (1984), B.S. in General Studies (1984), M.S. in Land Use Planning (1982), and M.S. and Ph.D. in Hydrology/Hydrogeology (1981-82). These new programs build upon a strong and broad-based set of degree offerings in the ten colleges and schools. Within this context, accreditation of all professional programs remains as an important objective. It is anticipated that the UNR will be forwarding to the Board of Regents a few carefully selected new programs within the next year. These include: M.A. in Teaching, M.S. in Engineering Systems Manufacturing, and B.S. in Computer Science.

Within this new context, UNR no longer offers associate degree programs and has either deleted or placed on inactive status several low-demand programs. These may be reactivated on an individual basis - consistent with demand and available resources.

The university is also moving to develop a strong research base to support its undergraduate and graduate programs. Although research has always been a part of the institution's mission, it is currently being emphasized within the context of institutional priorities. This stems from the recognition that research provides an essential base for quality graduate programs and has a beneficial impact upon undergraduate programs as well. A strong research program is essential if the university is to contribute to the economic growth and diversification of the State of Nevada.

The Desert Research Institute

The Desert Research Institute historically has had an excellent, mutually beneficial arrangement with UNR and UNLV which allows DRI faculty with specific expertise to teach select graduate and upper division courses on the campuses. Through this arrangement, the participating departments can offer a wider variety of course topics without a corresponding increase in full-time faculty. The research programs of DRI and the campuses benefit from the graduate student/DRI scientist interaction. An addition of about $40,000 annually in graduate student support is provided to the campuses. Specialized research equipment is made available to the students, and they become involved in DRI's funded research projects which simultaneously provides topics for M.S./ Ph.D. theses.

Recently, the support for the DRI faculty teaching load, paid from various uncommitted sources, has declined, placing the program in jeopardy. An improved level of funding for this

program, amounting to a 5.0 FTE between the two universities, has been included in their respective proposed budgets for the next biennium to resolve this problem. It is expected that this level of support can be adjusted periodically to reflect the teaching load demand on DRI faculty and, with an identifiable source of stable funding, this excellent relationship will continue to strengthen each part of the university system that is involved.

THE COMMUNITY COLLEGES

Clark County Community College

The highest priority in academic, developmental, and occupational programs remains to be the achievement of excellence. Faculty will establish specific program and course objectives which requires students to put forth their optimal intellectual effort.

A high priority in occupational education will be the development of a computing and information technology program with a variety of concentrations designed to prepare students for either transfer to university level engineering or management information systems, programs, or employment in the increasingly diverse economy of southern Nevada. The concentrations will be modified to respond to changes in both computer technology and the local economy.

A high priority in the academic areas will be the recruitment of well-qualified men and women with a commitment to the community college philosophy to enhance already successful programs in drama/theatre, art, the physical and biological sciences, communications, and the social sciences.

Staff development will be a major goal in both the academic and occupational areas. Faculty will be given every reasonable opportunity to enhance their knowledge of areas in which they teach, to become acquainted with new instructional techniques, and to visit campuses housing exemplary programs.

Northern Nevada Community College

Northern Nevada Community College will strive to improve existing offerings and programs consisting of ten one-year certificates, eight two-year occupational programs, and three Associate in Arts degree programs. To do so, the campus will focus on the following:

- Training more tutors and making basic skills tutoring available across the college, including off-campus sites;
- Reviewing and evaluating classes and programs by use of customer comments, peer recommendation, and advisory group advice;
- Retaining students (or reducing the drop-out rate) by developing credible career counseling and student life activities;
- Creating a faculty and staff development program (to include part-time faculty) designed to keep classes and programs stimulating and relevant; and,
- Exploring with the school districts the possibility of further developing the "two-plus-two" concept, especially in electronics and office administration.

NNCC will continue to expand continuing education in response to the needs of professional and vocational groups in the five-county service area.

The campus also plans to improve its capacity to deliver educational programs to off-campus sites by:

- Providing regular staff-development for off-campus coordinators

- Evaluating telecourse offerings and adding promising new telecourses

- Developing the PLATO computer-based lower division science/mathematics/engineering program into a network that will serve the larger population centers in the service area.

Truckee Meadows Community College

Academic priorities for Truckee Meadows Community College will focus on strengthening and improving existing programs, transferring the Associate Degree Engineering Technology programs, from the University of Nevada, Reno as well as establishing cooperative linkages with business and industry to promote economic growth and diversification.

Offerings will be reviewed, updated, and expanded based on demand in the Business/Management; Industrial, Technical and Public Service; and Allied Health Divisions. The college is also moving to establish a Regional Administration of Justice Academy to be developed over the next biennium. Greater emphasis will be placed on the liberal arts and transfer program with an increase in fine arts and humanities offerings as well as sophomore level courses. The availability of developmental offerings will be increased along with a concurrent increase in supplemental skill programs through the Learning Assistance and Study Skill Center. New programs and new audiences will be developed for community education programs, and tailor-made training programs will be established for business and industry.

The college desires to achieve an 18:1 student/faculty ratio for occupational courses and 15:1 for developmental courses for state funding. The college will also seek some private and federal funding resources.

Western Nevada Community College

In support of its role in Nevada's economic development, Western Nevada Community College anticipates two new associate programs in its technology area.

First, a manufacturing, engineering technlogy curriculum will support various high-technology manufacturing concerns located in Nevada. This curriculum will have a base in robotics technology and the maintenance of equipment related to industrial robots. In addition, a program in computer aided design is being planned. These programs will be located at the former Stewart Indian School. This facility has been renovated through resources from a grant from the Economic Development Administration.

UNIVERSITY OF NEVADA SYSTEM
NEW PROGRAM PROPOSALS
1985 - 1989

CAMPUS	CERTIFICATE	ASSOCIATE	BACCALAUREATE	MASTERS	DOCTORATE	OTHER
CCCC						. Computing & information techology program with variety of concentrations
NNCC						. Focus on improvement of existing programs
TMCC	. Child Development	. Graphic Arts . Transfer Engineering Technology programs from UNR . Develop pre-majors for university professional colleges . Med Lab Tech				. Establish Regional Administration of Justice Academy . Develop tailor-made training programs for business
WNCC		. Robotics Tech. . Engineering Tech (Mechanical or manufacturing majors)				
UNLV				. Music . Visual Arts . Theatre Arts . Analytical and Environmental Chemistry		. Establishment of School of Engineering
UNR			. Computer Science	. Teaching . Engineering Systems Manufacturing		

BEST COPY AVAILABLE

CHAPTER THREE

CAMPUS BUDGET PRIORITIES AND CAPITAL CONSTRUCTION NEEDS

All campuses within the System have identified the base budget request submitted for 1985-87 as essential for continued operation of programs, and for the pursuit of high academic quality. Also, the community colleges and university campuses perceive the need for enhancement of faculty salaries as the highest priority in the critical needs budget for the next four years. Other comments concerning budget requests are discussed below.

THE UNIVERSITIES

The University of Nevada, Las Vegas

Budget priorities for the next two biennia are likely to remain as they are for this biennium. UNLV will need increases in salaries for faculty to maintain present programs and expand in areas which are currently being developed. It is unlikely that our faculty will be sufficiently compensated in the present biennium to make up the loss of faculty income that has resulted from the past freeze.

In addition to faculty salaries, UNLV shall continue to seek budget support for the development of its engineering program and equipment. As has been stated previously, for engineering accreditation, an additional $1,986,087 is needed in the first biennium for salaries, fringes, and wages for new faculty and staff and operating expenses, and an additional $1,289,186 for engineering and science equipment. These priorities are quite

likely to be obtained throughout the two biennia. In fact, UNLV has requested approximately $1 million in this bienium to maintain existing programs. Greatest expenses are to be incurred in this area in the sciences.

The University of Nevada, Reno

UNR's budget priorities are manifest in its request for the 1985-87 biennium. These include substantial increases for faculty salaries, reduction of the faculty/student ratio to 20:1, support for academic programs in the form of increased funding for program operations, and capital acquisitions and the operation of the physical plant.

The Desert Research Institute

The Desert Research Institute is requesting funding in five areas for the coming biennium. In order of priority these are:

- Support for Atmospheric Sciences UNR Branch Library at Stead, currently funded from DRI indirect cost recovery, to make this branch equitable with other UNR branches. Two-year request: $235,486
- Establishment of DRI Development Office to raise seed money for new research and provide some operating flexibility away from current financial strigencies caused by a greater-than-90-percent "soft money" condition in DRI. Two-year request: $133,243
- Fund research of desalinization and heat exchange process using solar ponds. This would be further application of solar pond research underway for five years. Desalinization by freezing has the advantage of simultaneous ice production and can provide desert areas with cooling power and fresh water. Two-year request: $238,288
- Fund research of urban air pollution processes in Reno and Las Vegas areas. Cost-effective and publically acceptable controls can only be determined after the extent and nature of the problem is defined. This program would supply this information to responsible agencies in Clark and Washoe counties. Two-year request: $355,000

- Fund weather modification research limited to further development of techniques of chemical assessment of cloudseeding effectiveness as well as performing functions related to the institute's continuing designation as responsible state agency for coordinating all weather modification activities for State of Nevada (i.e., federal, utility, other state weather modification programs). Two-year request: $195,000

THE COMMUNITY COLLEGES

Clark County Community College

The highest budgetary priority is securing of funds so that we may retain many able faculty and staff who have already contributed greatly to both the economics and cultural growth of southern Nevada.

A second budgetary priority is to secure funds to provide for the recruitment of the best qualified individuals to provide instruction and support services for the greatly expanded programs in electronics, computer-assisted drafting, and data processing.

A third budgetary priority is the purchase of state-of-the-art equipment to ensure that students in a variety of occupational programs, ranging from drafting to dental hygiene, have an opportunity to work with the type of equipment used by businesses, industry, and public agencies.

Northern Nevada Community College

Northern Nevada Community College's first priority is to improve faculty salaries. Especially in mathematics and science, though not those alone, the college can be crippled if it cannot remain reasonably competitive with other colleges and with the

private sector. Equally important, Northern Nevada Community College must provide adequate rewards for its part-time faculty which, because of the nature of the college service area, must carry an inordinate share of the teaching load.

Second, Northern Nevada Community College will need to renew and acquire equipment for the various occupational programs and for telecommunications. Much of the equipment for the occupational programs has been in use for at least a decade; some of it is wearing out, some is obsolescing. In particular, Northern Nevada Community College must upgrade equipment in automotive technology because of the heavy use of computerized electronics in trucks and automobiles. The office administration program will require moderate outlays for word processors and replacement typewriters. In the computing centers (including the joint college-school district centers), the college must begin a systematic program of replacement of worn-out and obsolete computers, and it must add terminals for down-loading the PLATO computer-based courses.

Truckee Meadows Community College

In order to meet the demands created by community growth and needs and to further enhance quality of instruction, Truckee Meadows Community College has developed the following budget priorities for the 1980's. In order to retain and recruit quality faculty members Truckee Meadows Community College needs to develop a salary structure, fringe benefit package, and faculty incentive that is attractive and competitive. Funds for professional growth are also crucial.

The college also seeks lower student faculty ratios in identified occupational/technical programs and for developmental education. An 18 to 1 student/faculty ratio in the occupational/technical areas and a 15 to 1 in the developmental program will enable the college to provide appropriate shop and laboratory instruction as well as more intense individualized skill development.

The college seeks to reduce its reliance on part-time faculty in the next two biennia. A substantial core of full-time faculty is necesary to provide the stability and consistency needed to provide quality programs to the Reno/Sparks communities. A large nucleus of full-time faculty supported by part-time practitioners creates quality instructional offerings. In addition, as the college's instructional programs develop and grow, it will be necessary to ensure that support services such as counseling, financial aid, admissions and records, library, and others keep pace with expansion of programs projected for the 1980's and into the 1990's. Funds for student grants in aids are also critical to support the open door philosophy.

Western Nevada Community College

The highest priority for new funding is a salary increase for college faculty. This request would cover increases for both full- and part-time faculty members. The second priority relates to a reduction of the student/faculty ratios in the technology and an increase in non-instructional support positions. The lowered ratio referred to above would strengthen engineering-related instruction at Western Nevada Community College, while

the three support positions being requested represent a catch-up attempt for lack of funding for support staff over the last four years. Other budget priorities include:

- A request for implementation of the UNS Management Information System
- An urgent request for one-shot equipment funding
- A critical needs request which addresses the problems of insufficient or non-existent wage, maintenance agreement, and staff development accounts
- A request to fund capital construction requests

CAPITAL CONSTRUCTION NEEDS

Future space needs for each campus for the next two biennia are set forth below.

THE UNIVERSITIES

The University of Nevada, Las Vegas

Capital construction needs are as follows:

- Engineering and Computer Science Building
- Plant Improvements
- Operation and Maintenance Yard (Pre-fab)
- Grant Hall Remodeling
- College of Allied Health Professions Building
- Greenhouse/Observatory
- Radiological Technology Storage Area
- Campus Operations and Maintenance Improvements
- UNLV Track Facility
- Swenson Street Improvements

The University of Nevada, Reno

Groundbreaking for the $6,000,000 addition to the Church Fine Arts Building is scheduled for the spring of 1985. Future capital needs include:

• Campus Improvements/Modernization	$5,747,200
• Graduate Research Facility	2,200,000
• College of Engineering	4,400,000
• Library	3,850,000
• Continuing Education	6,000,000

The Desert Research Institute

The Desert Research Institute's five research centers currently occupy four locations, two of which are now utilized well beyond their planned capacity (Dandini Research Park headquarters and laboratory building in Reno and the Energy Systems Center building in Boulder City). Of the remaining two sites, one is a commercially rented, finished-to-suit facility occupied September 1, 1984 in Las Vegas, and the other is the "Sage" building leased from UNR at Stead.

The Desert Research Institute's immediate short-term captial construction priority is a three-part linked set of improvements including renovations to the Sage building, remodelling of the headquarters' building basement, and rehabilitation of greenhouses on the UNR campus. Taken together, these renovations will permit rearrangement and expansion of laboratory and office facilities to accommodate program needs, relieve severe over-crowding, and promote efficient operation.

The Desert Research Institute's second priority is the construction of a permanent institute facility in southern Nevada. This would provide space designed for sophisticated research and would consolidate the southern components of the Water Resources Centers (in the previously mentioned rented space), the Energy Systems Center (presently expanded into mobile home units in Boulder City), and the Atmospheric Sciences Center, which has a considerable field research program in air resources research in the desert Southwest. This facility is of the utmost

importance to the long-term capability of the Desert Research Institute to respond to the growing research opportunities arising in southern Nevada from both the private and public sectors.

The third priority is the second phase of remodelling of the Sage Building at Stead to accommodate the laboratory requirements of the Energy Systems Center's new and growing program in combustion energy research. Due to the obvious relevance to the Atmospheric Sciences Center's air pollution research program, the staff nucleus of this program is already located at Stead and in need of specialized laboratory faciltiies to further this research.

THE COMMUNITY COLLEGES

Clark County Community College

The focus of capital construction requests is to provide for an enhanced quality of instruction to increased numbers of students in such important programs as accounting, drafting, graphics, electronics engineering, and data processing. Laboratories and special purpose classrooms for the instruction of courses in these areas will be created, expanded, and/or upgraded as part of the North Wing renovation plan.

Other renovations will serve to create new laboratories for instruction in the physical sciences, mathematics, and criminalistics.

The Henderson campus parking lot area will be expanded to better serve the needs of the steadily increasing number of students taking a wide variety of academic and occupational courses, particularly in the evening.

Northern Nevada Community College

The long-planned Instructional Building (Phase III) should be completed soon if the college is to continue to meet student needs. The Northern Nevada Community College Advisory Board, the University of Nevada System Board of Regents, and the 1984 accreditation team of the Northwest Association of Schools and Colleges have recommended the completion of Phase III so that the college can have adequate space for students and faculty.

Northern Nevada Community College is not solely a commuter college. Its vocational programs attract students from nearby counties, and Northern Nevada Community College is developing as a "residential college." Northern Nevada Community College plans to continue its drive for private funding of a student center.

Truckee Meadows Community College

In keeping with the college's projected needs for program development, a 42,400 gross square foot addition to the existing campus building has been requested. The proposed facility will include an expansion of the existing library and learning resource center, a diesel mechanics shop, an instructional auto body repair and paint shop, a learning assistance and study skill center, an electronics laboratory, a student activities/student government office, additional office space for part-time and

full-time faculty and additional general purpose classrooms. The college has also requested funds to remodel existing space to facilitate expansion of speciality classrooms for computer science, electronics, drafting, etc.

This expansion will address only the immediate critical space needs of the college. An additional 60,000 gross square feet for labs, offices, classrooms and specialized areas are needed to keep pace with the demands of the community as the college moves into the 1990's.

Western Nevada Community College

Currently, Western Nevada Community College has two approved capital construction projects which await funding by the Nevada Legislature. They are:

- Phase III of the Carson City Campus
- Phase II of the Fallon Campus

There is an urgent need for additional instructional space at the Carson City campus, so that Western Nevada Community College can meet its mission and responsibility as a comprehensive community college. The limited permanent space for the WNCC Carson Campus will continue to limit the college's flexibility in responding to the needs of business and industry and the community in general. Companies are interested in implementing employee development programs that are based on courses and programs at the community college.

CHAPTER FOUR

FINANCING HIGHER EDUCATION

In addition to this planning report, the University of Nevada System has published a comprehensive review of the 1985-87 budget request entitled "Executive Summary." Please refer to that publication for further information. Financial objectives for the System are described below.

The basic objective of the Board of Regents in the upcoming legislative session will be the re-establishment of a base budget in which student/faculty ratios are funded at pre-1981 levels. This would provide a 10 percent enrichment from current appropriations, which were established during a period of state fiscal austerity. Such legislative action would result in academic improvement across the board, and continue the drive for quality education desired in the state. Ratios for the universities would be returned to 20:1, Truckee Meadows Community College and Clark County Community College to 24:1, and Western Nevada Community College and Northern Nevada Community College would be set at 20:1. A rural factor is computed in the funding formula of the latter two community colleges.

Included as part of the base budget would be a corresponding enhancement of instructional, classified, and technical support staff. Graduate assistants, hourly employees, and employees on letters of appointment would be increased by the cost-of-living raises applied to all other positions. Operating support would

also be increased to keep up with inflation. All of these are included in the request for enrichment of the base budget request which seeks $217.9 million.

The Board of Regents has approved a list of critical needs to present to the 1985-87 legislative session which focuses on strengthening and enhancing university and community college programs. Increased funding for salaries of both faculty and classified employees has been ranked number one in terms of importance. Salaries for faculty and professional employees have been frozen for the last three years which has resulted in Nevada falling behind comparable systems in other states and hindering faculty recruitment. Preliminary cost estimates of enhancing salaries for the upcoming biennium are $24 million for 1985-86, and a similar amount for 1986-87.

Related to recent economic development concerns within the state, the Board's second priority concerns the need to plan for a Systemwide approach to provide expanded quality engineering and technical education. The Board has reaffirmed its commitment to this by supporting full accreditation for engineering at UNR, improved technical training at the community colleges, and a new school of Engineering and Computer Science at UNLV.

To strengthen programs in both the universities and community colleges, the Board is proposing lowering the student/faculty ratios in these areas to 18:1 for the four community colleges for technical training and engineering-related education, and to 15:1 for engineering education at the two universities.

As the universities offer bachelor's, master's, and doctoral level work, their needs in the engineering area are substantial. To meet accreditation standards, UNR requests a 15:1 student/faculty ratio for engineering-related programs. In February, 1984, the Board of Regents approved the Phase II proposal for the establishment of a School of Engineering and Computer Science, to include the B.S. in Computer Science, and M.S. in Engineering, at the University of Nevada, Las Vegas. UNLV also requests a 15:1 student/faculty ratio for engineering related programs.

Augmentation of technical and pre-engineering education in the System community colleges also will contribute to the state's efforts to attract diverse industries to Nevada, and improve the quality of education. Community colleges play a central role in workforce training in Nevada, and their potential to impact economic development is high.

Costs for faculty, staff, operating, and equipment, have been based primarily upon the difference between current ratios and proposed reduction, and requested funds total $13.8 million for the 1985-87 biennium. The strengthening of support programs which have experienced growth over the last two biennia will be included under this second priority, as well as selected Desert Research Institute research programs and the School of Medicine residency program. Funds for these additional needs are estimated at $3 million for the biennium.

The Regents' third priority is the development of a comprehensive Management Information System (MIS) for the University of Nevada System; this has been an ongoing priority of

the Board to provide high quality information on financial data, student enrollment and registration, human resources, and facilities management. Funding is sought to adequately design, implement, and operate the MIS system. Over the next biennium, operating costs plus a one-shot equipment and remodeling request amount to a total approximate request of $7.56 million.

Priority four for the Board seeks $3.5 million to replace obsolete equipment, purchase needed additional equipment, and provide for ongoing maintenance necessary for our universities and community colleges to provide students with up-to-date equipment for laboratories, classrooms, and research projects.

The fifth priority concerns augmenting academic support services such as those provided through admissions' and registars' offices, student counseling, business services, and physical plant operations, in which demands continue to grow. Enhancement of support services for 1985-87 will approximate $8.4 million.

Priority six would provide $3.2 million to augment existing and new instructional programs at Clark County and Truckee Meadows community colleges, the School of Medicine, and UNR's colleges of engineering and agriculture.

CHAPTER FIVE

ACADEMIC STANDARDS AND QUALITY EDUCATION

In the continuous pursuit of quality education, the University of Nevada System has accomplished much, and adopted several new policies which will impact higher education in Nevada in the future. For example, new university admission standards have been adopted which will be implemented in the next five years, a new general education core of courses is now required for all future bachelors and associate of arts degrees, and the Regents' Scholars Program has begun which will reward Nevada's outstanding high school graduates. These, and other important academic issues are discussed below.

NEW ADMISSIONS STANDARDS

The universities in Nevada have traditionally used a high school grade point average of 2.3 from an accredited or approved high school as the basis for admitting freshmen. Colleges within the universities have recommended that certain high school courses be completed as preparation for higher education; however, these courses were not mandatory.

Concern has been expressed by both faculty and the public that students have not been adequately prepared. In 1983, the University of Nevada System Board of Regents and the State Board of Education formed the Joint Council on College Preparation to review current practices and advise those boards, school districts, and students, regarding the skills and competencies

necessary for students to succeed in university studies. Based upon recommendations in a report prepared by the Council, Making High School Count, and a review of admissions standards by the System Academic Affairs Council, the Board of Regents approved the following new admission requirements for the University of Nevada, Reno, and the University of Nevada, Las Vegas.

Required High School Course(s)	Units
English (emphasis on composition, rhetoric and American, English, and world literatures)	4
Mathematics (including Geometry and Algebra)	3
Social Science/Studies	3
Natural Science (lab or simulation)	3
Computing Literacy	0.5
TOTAL	13.5

Procedures for implementation are currently being addressed. Establishment of new university admissions requirements reaffirms both the institutions' and Board's commitment to quality education.

Working with high school and the State Board of Education, the universities will implement these requirements in the fall of 1989, as lead time is necessary to advise students entering high school of university admission requirements.

* REGENTS' SCHOLAR PROGRAM

In October 1983, the Board of Regents approved the establishment of a Regents' Scholar Program as a means to recognize outstanding Nevada high school graduates, and to

encourage these top students to attend college in the state. The awards are coordinated with the Nevada High School Scholars Program, which is administered through the State Department of Education. To qualify as a Regents' Scholar, a student must, in addition to being selected as a High School Scholar, achieve minimum ACT standard scores in one or more subject areas. Up to 30 semester hours of ACT assessment credit may then be awarded when the student enrolls in one of Nevada's colleges or universities. In this first year of the program, 290 students were recognized as Regents' Scholars. Eighty-five of these top students registered at Nevada's universities, representing 29% of all students named as Scholars.

The retention of these outstanding students will contribute to high academic standards in the University of Nevada System, and over the next four years, efforts will be made to maintain and increase the level of acceptance by students of the Regents' Scholar Program.

* NEW STATEWIDE CORE OF GENERAL EDUCATION COURSES

Across the United States, in recent years, colleges and universities have been concerned with the focus on technical expertise in a specialized field. In seeking ways to strengthen the college curriculum and restore the balance between general education and career training, the Board of Regents approved, effective Fall 1984, the implementation of a core of general education courses which will be required of all students who receive an Associate of Arts or Baccalaureate degree from the

University of Nevada System. The System Core consists of six credits of freshman level English composition, three credits of a lower division level mathematics course, three credits of an introductory level lower division course in either the social sciences or humanities, and three credits of an introductory level course in a natural science, for a total of fifteen credits. This core of courses, which will provide a common body of knowledge for all students, is transferable throughout the University of Nevada System.

* DEVELOPMENTAL EDUCATION

Developmental Education - remedial or basic programs for students with academic deficiencies - has in recent years become the fastest growing area of the college curriculum within the United States. The need for remedial and skills development programs has resulted in part from a broadening of the mission of postsecondary education to serve students with a wider range of capabilities than in the past.

In order to gain an accurate description of where we are in terms of developmental or remedial education in the University of Nevada System, information was gathered which describes the dimensions of offerings throughout the System. Enrollment, personnel, course offerings, and funding were major areas of focus. The resulting report describes the universities' role in offering of remedial courses to be quite small (less than 3% of total enrollment) and limited to remedial courses in English. At the community colleges, enrollment encompasses a greater range of courses - from English and mathematics, to English as a Second

Language, Adult Basic Education and General Education Development programs - with a larger proportion of students enrolled. Approximately 30% of total funds expended on developmental education are comprised of federal funding for ABE and ESL programs, allocated through the Department of Education. While federal support has decreased in recent years, it is estimated that enrollment will continue to increase in these courses within the community colleges.

Both increased standards for high school graduation recommended by the Governor's Commission on Excellence in Education and new Board of Regents' university admissions requirements should improve the overall level of preparation of university-bound students, but it may also increase the role of community college developmental programs.

Recommendations for the future direction of developmental and remedial education in the System call for a proposed reduction in the student/faculty ratios in developmental programs, in order to insure the individualized instruction necessary for students to master basic skills. At the community colleges, as separate department of developmental studies including a separate budget and staff, is advised.

In response to the trend of decreased federal funding for instruction in English as a Second Language and Adult Basic Education, it is proposed that either additional state or federal financing will be necessary to maintain the current level of course offerings. The alternative may be for the community colleges to limit programs in these areas.

These, and other recommendations, if implemented, will be a step toward improved student preparation and performance in college and university studies in the UNS.

• STATEWIDE PROCEDURES FOR PLACEMENT IN ENGLISH COURSES

At each campus within the University of Nevada System, all regular students in undergraduate programs leading to an associate or bachelor's degree are required to fulfill an English requirement. This normally consists of two courses in composition, English 101 and 102. Initial placement in these courses at the universities is based upon standardized tests and performance in a written composition. In the past, the examination scores for placement differed at the two universities. At the community colleges, examinations have not been required for placement of entering students in English courses. These institutions have traditionally required a writing sample, written test, or interview. Due to these differences, placement criteria have varied among the different institutions.

The Board of Regents, recognizing the need for a more uniform policy, adopted, effective Fall, 1984, a provision which standardizes English placement throughout the System. It is based upon ACT examinations, or corresponding test scores, or other formal assessment of students, an ACT score of 17 or equivalent will now qualify students at all colleges for enrollment in English 101. This policy should provide for greater equity among students enrolling at different institutions in the System, and stabilize placement criteria.

* ANNUAL UNIVERSITY REPORT TO NEVADA HIGH SCHOOLS

In response to concerns regarding the quality of Nevada high school graduates' performance in university course work, specific legislation was enacted by the 1983 Nevada Legislature. Senate Concurrent Resolution 25 called for an annual report by the two universities to be prepared for Nevada school districts and high schools on student proficiencies in reading, writing, and mathematics.

The University of Nevada System subsequently developed a format which provides information regarding the placement and performance of Nevada students in introductory English and mathematics courses at both the University of Nevada, Reno, and the University of Nevada, Las Vegas. Data have been provided for Fall 1982, 1983, and 1984, for close to 2,000 students.

These reports should provide useful feedback to high schools on their graduates who attend universities in Nevada, and should assist both high schools and the universities in improving instruction and student competencies.

* WICHE REGIONAL GRADUATE PROGRAM

During the 1983 legislative session, Senate Bill No. 5 was passed which authorized the Board of Regents to enter into recriprocal agreements with other states for non-resident tuition waivers. The University of Nevada System has done so, through the WICHE graduate program described below. Over the next four years, limited agreements will be pursued on the undergraduate level.

Over the last two years, Nevada has participated in the Western Interstate Commission for Higher Education (WICHE)

Regional Graduate Program, a student exchange program which allows Nevada students to share educational programs with other western states. Programs selected are distinctive or unique and benefit the student through better access to specialized programs and reduced tuition. In turn, states are assured of high quality programs in neighboring states, and costly programs need not be duplicated. This program now involves ten states, twenty-four institutions, and sixty approved programs. Nevada's participation began in the Fall of 1984 and involves three graduate programs. At the University of Nevada, Las Vegas, graduate degrees in Hotel Administration and Biology of Arid-Land Ecosystems are available to exchange students, and at the University of Nevada, Reno, the M.S. and Ph.D. in Hydrology/ Hydrogeology are offered as a Regional Graduate Program.

Nevada has participated in the WICHE Professional Student Exchange Program (an ongoing program) for a number of years. This enables a student to enroll in professional programs in another state when the field of study is not available in the home state. It is anticipated that Nevada students may enroll in an Architecture program, as plans are underway to add this as a professional field of study.

• UNS STATEWIDE COURSE TRANSFER GUIDE

Wishing to provide students with accurate and up-to-date transfer information within the University of Nevada System, the Board of Regents accepted recommendations concerning the development of a statewide course transfer guide made by the UNS Articulation Board in the winter of 1982. As a result of work

done by the Articulation Board, and the UNS Office of Academic Affairs, Volume 1 of the UNS Course Transfer Guide, 1983 was published that March. Since that time, a supplement was published the following fall, the 1984 edition was distributed the next spring, a second supplement was issued this fall, and the 1985 edition is scheduled for distribution in February. Volume 1 was the first Systemwide document to be published in the state, and Nevada is still one of only a handful of states to publish such intercampus transfer information.

The Transfer Guide provides for annual reporting (prior to the fall semester pre-registration) of course equivalencies and transfer status within the University of Nevada System as illustrated in the example below. It is based upon the Master Course File of all community college courses kept by the Chancellor's Office.

The primary users of the Transfer Guide are students, admissions offices, counselors, and academic advisors throughout the UNS. Basically, it allows community college students to plan more intelligently for transfer to UNR or UNLV.

In addition to a programmatic listing of all baccaulareate level transfer courses taught by a community college, and the equivalency or transfer acceptance at the two universities, the guide lists all specific transfer and admissions policy information from the Board of Regent's Handbook, clarifying transfer issues within the System, and general information to aid a student thinking about transferring within the System. Example programs of study for transfer are provided along with a directory of places to obtain further help at each institution.

The Transfer Guide was designed with the student in mind and is intended to be helpful and simple to use. It is the only UNS document with transfer information consolidated in one place for easy reference. It is also updated each fall semester through a supplement to the current volume, listing corrections, additions, and changes in an effort to keep the guide as accurate and up-to-date as possible. It is available free to students through admissions, counselors, and advisors.

It is intended that the Transfer Guide will eventually become a part of the new management information system being planned, so that anyone with access to a terminal within the System can follow a few simple directions and inquire about the transfer status of any community college ccurse to either UNR or UNLV.

CHAPTER SIX

HIGH-TECHNOLOGY AND ECONOMIC ISSUES

Not only does higher education result in an educated citizenry and aid individuals to achieve personal growth, but it has a direct impact upon the economic vitality of the state and nation. Significant research capacity, and the ability to train and retrain an educated workforce, are central attributes of our university and community college campuses.

During the legislative session of 1983, the Office of the Chancellor and the University of Nevada System, along with the Governor and other state participants, sponsored the first Statewide Conference on High Technology and Economic Development. The conference brought together representative leaders from business and industry, government, and education, and developed recommendations for the state's future. Subsequently, the Board of Regents held a joint meeting with the Nevada Commission on Economic Development, and discussed possible methods to strengthen higher education in Nevada and provide new funding because of the importance of such education to the economy of the state. The two groups established a working subcommittee to further the prospects of a stronger higher education system, and the committee will pursue engineering, technical training, and other issues through the legislative session.

The Commission on Economic Development also has contracted with the University of Nevada System to use faculty expertise to develop a statewide economic diversification plan. The Center for Business and Economic Research at UNLV, the Bureau of Business and Economic Research at UNR, and the Public Affairs

Institute at UNR recently prepared analysis and recommendations in a state plan presented to the Commission, including such substantive areas as criteria for industrial site relocation, policies on taxation, state regulatory policies, housing, labor force, and education. Ultimately, the plan, after public comment and review, will be presented by the Commission to the legislature.

This partnership between the University System and the State of Nevada further demonstrates the value of higher education and its central role in the development of the state and its citizens. The Board of Regents and the State Board of Education also jointly sponsor the Joint Council on Vocational Education, and the Council will publish recommendations to improve occupational and technical education soon. Our community colleges will be pressed by state demands to expand their role as key providers of postsecondary occupational training. The fact that their mission calls for this ability is clear, the source of adequate private and public funds to do all that needs to be done is not.

Increasing pressures from all sections of our society point toward increased demand for occupationally-related education. Although our universities and community colleges have shifted resources to meet this need, they must retain the ability to meet other missions such as liberal arts education at the universities, and developmental education at the community colleges. We must find a balanced response that will allow us to contribute to the economic health of students and the state, while preserving standards of traditional education.

Success in primary research in areas such as the production of new seed varieties, agricultural methods, mining technology, engineering, medicine, or the natural sciences contributes to the ability of higher education to meet economic challenges. The Desert Research Institute conducts millions of dollars annually in contracted research for governmental and private organizations, demonstrating integration into the economic life of the state. Its potential for further contributions is high.

High technology is dependent upon higher education, and the University of Nevada System has demonstrated its desire and capability to serve as a partner with business and government to achieve economic development.

ENGINEERING EDUCATION

One of the priorities of the Board of Regents for the University of Nevada System is to provide comprehensive technical and engineering education on a statewide basis. The Board has called for a commitment to support accreditation at the University of Nevada, Reno; technical training in the community colleges, and the new School of Engineering and Computer Science at the University of Nevada, Las Vegas. Subsequently, a systemwide proposal on engineering and technical education was prepared for the next two biennia which describes the needs of each institution. These proposals have been based upon a reduced student/faculty ratio (15:1 at the universities; 18:1 for the community colleges) in order to strengthen and provide quality programs in this field.

COMMUNITY COLLEGES

To better contribute to the development of business and industry in Nevada, Clark County Community College proposes the expansion of technical programs in such areas as computer science and data processing, electronics, drafting, and graphic arts. Currently, 30% of Clark County Community College's enrollment consists of technical education students. The lowered funding formula will improve the quality of these programs.

Truckee Meadows Community College sees a need for equipment which would serve to strengthen its programs, including, for the next biennium, laboratory equipment, graphic arts, solar, and automotive equipment. A Phase IV capital construction proposal requests additional classroom, library, laboratory, and shop space for instruction in solar energy, diesel mechanics, automotives, and electronics.

Western Nevada Community College is proposing courses which range from pre-engineering classes such as physics, chemistry, and mathematics, to drafting and data processing. Additional construction to increase space needs has been considered as one option to meet facilities' requirements.

Northern Nevada Community College has developed a proposal which differs from the other community colleges. This campus has focused on meeting the rural needs of its service area by providing the development of a pre-engineering curriculum through the use of telecommunications. The campus will use the PLATO computer-based instruction to offer lower division science, mathematics, and engineering classes to students who reside in a

large service area. Courses will be offered initially in off-campus centers in a "stand along" mode; later centers will be linked within a network.

UNIVERSITIES

At the University of Nevada, Reno, it is estimated that close to 2,000 FTE students will be enrolled in engineering and related programs by 1989. The campus capital construction request totals $8.45 million dollars, which will provide research, laboratory and office space in engineering, library expansion for mining engineering and technology areas, and laboratory, office, and facility remodeling for engineering-related buildings.

In February 1984, the Board of Regents approved the final phase of a proposal for the establishment of a School of Engineering and Computer Science at UNLV, to include the B.S. in Engineering and the M.S. in Engineering. It is estimated that enrollment in computer science, chemistry, engineering mathematics, and physics, will exceed 1,000 FTE students by fall, 1986.

Costs for faculty, staff, operating, and equipment have been based upon the difference between current ratios and proposed reductions. In addition to the strengthening of the student/faculty ratios, campuses are requesting operating and equipment funding, wages, and graduate assistants where appropriate. Requested funds total $13.84 million dollars for the 1985-87 biennium for the System.

These resources, applied to engineering education in Nevada, should improve program offerings, and program quality, and contribute to economic diversification in Nevada.

* ACADEMIC COMPUTING

The ability of our campuses to offer improved instructional and research-oriented computing is an important issue for short-range institutional management, and in the long run, for campus planning, and for quality education. To coordinate computing-related issues within the University of Nevada System, three Systemwide committees were established by the Chancellor during the summer of 1983.

The Management Systems Committee, chaired by the Deputy Chancellor for Administration, oversees administrative computing and the Systemwide Management Information Systems project. The Academic Computing Committee (ACC), chaired by the Vice Chancellor for Academic Affairs, oversees computing needs related to instructional, research, and other academic computing (including library needs) within the System. Representatives from these two committees were nominated by campus presidents to serve on the Computer Policy and Planning Committee, chaired by the Executive Director for the UNS Computing Center (UNSCC).

The basic purpose of the Systemwide Academic Computing Committee is to be responsible for recommendations concerning academic, research, and instructional computing throughout UNS. Therefore, the ACC acts as the principle contact group for each campus and coordinates Systemwide planning for academic computing.

During the 1983-84 academic year, the ACC attempted to identify the extent of instructional computing through surveys of instructional courses using computers at each campus. It was determined that over one-half of the total UNS student population is enrolled in a course that utilizes computers.

Currently, the UNS Computing Center serves the entire System through an administrative and research computing center located in Reno and an academic computing center of excellence located in Las Vegas. The System is tied together through a telecommunications network with remote computing at every institution. Due to the extent of instructional computing courses and large enrollments, many departments have also invested in mini and microcomputer resources.

Each campus has its own computer user group or advisory board responsible for institutional policies for computing. In addition, each campus has also completed a computing master plan, as well as UNSCC, which also has established special interest computing groups throughout UNS.

It has come to the attention of the UNS Academic Computing Committee that significant academic and instructional computing needs have gone unmet throughout the System. The University of Nevada Computing Center itself was formed primarily to meet administrative computing needs. Though the Computing Center is now involved in academic and research computing, both in the installation of hardware, and in the provision of consulting services, training programs, and computing time, adequate state funds have not been provided for all of these activities.

The campuses, then, have attempted to meet academic and instructional computing needs through the use of their own resources obtained through gifts, grants, allocation of equipment and operating monies, and even the use of faculty-owned computers. Needs for instructional computing at all levels, from basic literacy courses provided by the universities and community colleges, to programming courses, and to more advanced courses in engineering, mathematics, and computer science, are significant. So are faculty and graduate student research needs, and pending computing literacy requirements. One basic purpose that the ACC serves is to underscore the importance of academic computing in the curricula of our campuses, and to describe the significant needs at the System level.

As it is for administrative computing, this is a critical time for instructional and research-oriented computing within the University of Nevada System. Our ability to do teaching, research, and public service is increasingly dependent upon academic computing capacity and availability. Our reputation within the state as quality instructional institutions, and our ability to receive outside support and grants, can be significantly affected by our ability and plans to improve academic computing.

The UNSCC, because of administrative and academic demands, is already overextending its resources available for computing. According to the Workplan for the UNSCC, the Computing Center does not intend to address institutional course needs for academic computing. This responsibility should be fulfilled by

each campus. However, in order to provide the resources necessary for academic computing, the UNSCC should continue to pursue its needs as a significant portion of its resources for hardware, software, personnel, telecommunications, and support, are dedicated to academic computing. These resources and expertise should be combined with campus initiatives to commit resources for academic computing. Though the decentralization of some responsibilities and resources from the UNSCC to the campuses may take place, it is only through a joint effort by the Computing Center and System institutions that significant resources will be made available to meet academic computing needs. Our campuses have real needs for equipment, operating support, and personnel, in academic computing.

Although the educational missions and computing roles vary among the campuses, each institution recognizes the need for academic computing at all levels, from the library to basic literacy courses provided by the universities and community colleges, to programming courses, and more advanced courses in engineering, mathematics, computer science, and research methods. The System has made an important commitment, and through coordinated planning between UNSCC and the Academic Computing Committee, improved academic computing will be ensured throughout every level of the System. The ACC has stressed the fact that there is a serious need to support academic computing, and that this need is present, and persistent.

CHAPTER SEVEN

UNIVERSITY OF NEVADA SYSTEM CHARACTERISTICS, ENROLLMENTS, AND DEGREES AWARDED

The Board of Regents adopted a new policy for reporting enrollments to the Chancellor's Office in January 1983. The policy was developed and agreed upon by the Presidents, Chancellor, UNS Office of Academic Affairs, and Office of Institutional Research in order to improve comparability between institutions or reporting years. Prior to this policy, the reporting procedures did not consider the varying enrollment schedules of the community colleges, thus, enrollments reported on different dates each year were not uniform.

This policy calls for the enrollment count for each campus to be made as of the last day to drop/add for regular enrollment. However, due to the ongoing nature of the community college enrollments, the fall semester enrollments are now collected as of October 15 (Registrar's First Reports for the universities), and reported to the Chancellor's Office no later than November 1. Spring semester enrollments are collected as of March 15 (Registrar's First Reports for universities) and reported to the Chancellor's Office no later than April 1. Therefore, it is now possible to study enrollment increases or decreases at the same point for different years.

In addition to FTE student enrollments, the new policy also requests each campus to report student headcount for state supported courses, plus a student headcount total for all credit courses regardless of the funding source (this includes

continuing education at the universities, and community service or sponsored programs at the community colleges). All the enrollment reporting requirements are now coordinated through the Office of Institutional Research in the Chancellor's Office and reported to the Board of Regents at the next scheduled meeting date following collection.

Tables 1 and 2 illustrate the fall semester Systemwide student FTE and headcount enrollments since those published in Nevada 2000. The fall semester student FTE enrollments have grown 3.74% Systemwide from 1981 to 1984, while state supported student headcount enrollments have grown 4.15%. These increases are somewhat lower than originally forecast in 1980 and the System has recently experienced a period of declining enrollments at most institutions. However, higher education enrollments have been declining nationally and in the 11 state Western region for several years, while Nevada was fortunate enough to still have some growth. Nevada is now in line with the current leveling off of enrollments throughout the West and the nation.

Although Nevada's population is expected to continue growing throughout the remainder of the 1980's, the number of high school graduates is expected to drop. In fact, this decline has already begun, as illustrated in Figure 1, and will necessarily affect the number of eligible college age students. The number of Nevada high school graduates is expected to decline 13.23% from 1982 to 1986, which thus far has been in line with the System enrollment decline beginning fall 1982. Therefore, the number of

BEST COPY AVA

TABLE 1
University of Nevada System
Student FTE Enrollments, Fall 1981-1984

	Fall 1981	Fall 1982	Fall 1983	Fall 1984	3-Year % Change
Universities[1]					
UNR					
Lower Division	4,176	4,243	4,163	4,044	-3.16
Upper Division	1,760	1,835	1,880	1,998	13.52
Graduate	827	816	845	850	2.78
Sub-Total	6,763	6,894	6,887	6,892	1.91
Health Sciences					
Nursing	106	98	104	107	0.94
Medical School	186	186	193	190	2.15
TOTAL	7,055	7,178	7,185	7,189	1.90
UNLV					
Lower Division	4,166	4,508	4,392	4,189	0.55
Upper Division	1,677	1,897	1,971	1,960	16.88
Graduate	660	671	618	577	-12.58
Sub-total	6,503	7,076	6,982	6,726	3.43
Health Sciences					
Nursing	172	165	152	162	-5.81
Radiology	37	54	65	70	89.19
TOTAL	6,712	7,295	7,200	6,958	3.67
Community Colleges[2]					
CCCC					
Regular Programs	3,183	3,688	3,364	3,300	3.68
Rural	75	94	71	92	22.67
Dental Hygiene	26	28	30	30	15.38
Nursing	45	48	48	48	6.67
TOTAL	3,329	3,858	3,513	3,470	4.24
WNCC					
Regular Programs	233	274	283	257	10.30
Rural	146	127	127	123	-15.75
Nursing	15	23	17	21	40.00
TOTAL	394	424	427	401	1.78
TMCC					
Regular Programs	2,083	2,358	2,394	2,178	4.56
Dental Assistant	14	20	20	21	50.00
Nursing	78	89	91	82	5.13
Radiological Technician	20	14	17	13	-35.00
TOTAL	2,195	2,481	2,522	2,295	4.56
WNCC					
Regular Programs	594	562	587	702	18.18
Rural	254	314	346	274	7.87
Nursing	10	44	24	23	130.00
TOTAL	858	920	956	999	16.43
System Total	20,543	22,156	21,803	21, 312	3.74

*Figures may not total due to rounding.

[1]Registrars' First Reports.

[2]Fall data reported as of 10/15

BEST COPY AVAILABLE

TABLE 2
University of Nevada System
Student Headcount Enrollments, Fall 1981-84*

	Fall 1981	Fall 1982	Fall 1983	Fall 1984	3-Year % Change
Universities[1]					
UNR					
Lower Division	3,964	4,080	3,941	3,848	-2.93
Upper Division	2,777	3,108	3,232	3,216	15.81
Graduate	1,730	1,729	1,764	1,798	3.93
Non-Degree	668	566	536	540	-19.16
Auditor	103	94	75	79	-23.30
Sub-total (State Supported)	9,242	9,577	9,548	9,481	2.59
Continuing Education	359	411	786	898	150.14
TOTAL	9,601	9,988	10,334	10,379	8.10
UNLV					
Lower Division	4,521	4,985	4,958	4,765	5.40
Upper Division	2,916	3,330	3,403	3,470	19.00
Graduate	703	749	761	708	0.71
Non-Degree	2,301	2,228	1,899	1,950	-15.25
Auditor	0	0	0	1	
Sub-total (State Supported)	10,441	11,292	11,021	10,894	4.34
Continuing Education	103	160	64	94	-8.74
TOTAL	10,544	11,452	11,085	10,988	4.21
Community Colleges[2]					
CCCC					
State Supported	8,460	9,688	9,207	9,143	2.97
Other	535	389	497	678	26.73
TOTAL	8,995	10,077	9,704	9,821	9.18
NNCC					
State Supported	1,461	1,488	1,489	1,480	1.30
Other	156	250	77	58	-62.82
TOTAL	1,617	1,738	1,566	1,538	-4.89
TMCC[3]					
State Supported	6,650	7,088	7,046	6,464	-2.80
Other	1,023	1,160	1,341	966	-5.57
TOTAL	7,673	8,248	8,387	7,430	-3.17
WNCC					
State Supported	2,740	2,492	2,948	3,152	15.04
Other	85	51	44	101	18.82
TOTAL	2,825	2,543	2,992	3,253	15.15
Community Colleges					
State Supported	19,311	20,756	20,690	20,239	4.81
TOTAL	21,472	22,606	22,649	22,042	2.65
SYSTEM					
State Supported	38,994	41,625	41,259	40,614	4.15
TOTAL	41,617	44,046	44,068	43,409	4.31

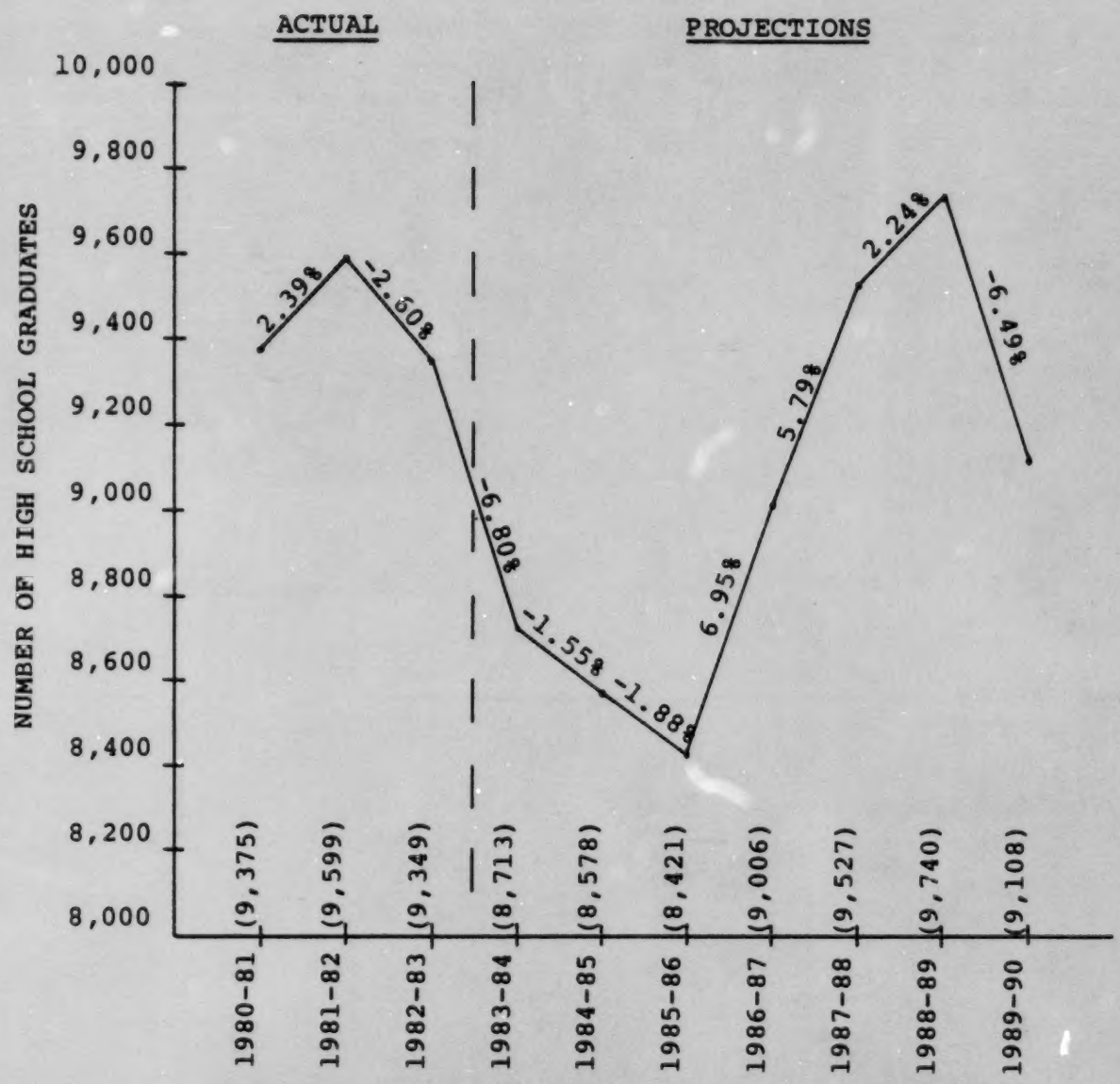
*Figures may not total due to rounding.

[1]Registrars' First Reports.

[2]Fall data reported as of 10/15. The "Other" category includes credit-sponsored programs, community service, etc.

[3]The TMCC Student Accounting System reports an unduplicated headcount for State plus non-State appropriated courses, therefore, percentage estimates were calculated for "State Supported" and "Other."

NUMBER OF NEVADA HIGH SCHOOL GRADUATES
PUBLIC AND PRIVATE, 1980-1990



(PART OF A NATIONAL TREND PROJECTING THE NUMBER OF HIGH SCHOOL GRADUATES TO DECREASE UNTIL 1992)

SOURCE: "HIGH SCHOOL GRADUATES: PROJECTIONS FOR FIFTY STATES (1982-2000)," WICHE, TEACHERS INSURANCE AND ANNUITY ASSOCIATION, AND THE COLLEGE BOARD, JANUARY 1984

Figure 1

first-time freshmen students is not expected to increase greatly until the fall of 1987 and continue throughout the remainder of the decade.

The Carnegie Council on Policy Studies in Higher Education forecast a 5-15% decline nationally in undergraduate enrollment throughout the 1980's and 1990's. The Commission on Strengthening Presidential Leadership created in 1982 by the Association of Governing Boards of Universities and Colleges also projects a 10% decline with no reverse in national enrollments until 1997. The National Center for Education Statistics predicts declines up to 20% from 1982-83 to 1992-93 for students under 25 years old and a 4% drop overall for public high education. Although the amount of decline will vary by the region of the country and type of institution, even the West is expected to be near the national average.

Nevada has a unique economic climate, therefore, UNS enrollment trends may not necessarily follow historical trends. In addition, a high correlation exists between the state's economic condition and student participation rates since UNS students often tend to be working adults. However, Figures 2 & 3 illustrate UNS student FTE and headcount enrollment forecasts from 1984-85 to 1989-90, based upon new projections made by each institution. Since Nevada expects continued population increases and the majority of UNS students are 25 years old and over, and typically attend school part-time, the growth rates for all campuses are projected to increase from 1984-85 to 1989-90, from a low of 0.72% for graduate headcounts and 1.04% for graduate FTE

TABLE 3

ESTIMATED AVERAGE ANNUAL GROWTH
UNIVERSITY OF NEVADA SYSTEM

	1985 - 1990
UNR	
Undergraduate	
HC	1.05%
FTE	1.30
Graduate	
HC	0.72
FTE	1.04
UNLV	
Undergraduate	
HC	3.00
FTE	2.66
Graduate	
HC	2.66
FTE	2.03
CCCC	
HC	.40
FTE	1.93
NNCC	
HC	2.29
FTE	2.29
TMCC	
HC	3.03
FTE	3.96
WNCC	
HC	4.15
FTE	4.15

TABLE 4

UNIVERSITY OF NEVADA SYSTEM
Total Degrees & Certificates Conferred
July 1, 1980 to June 30, 1984

Institution	Certificates	Associates	Bachelors	Masters	Doctorates	Professional	Total
Universities							
UNR							
1980-81	—	19	817	181	17	48	1,082
1981-82	—	41	779	216	24	45	1,105
1982-83	—	48	835	189	19	42	1,133
1983-84	—	38	904	194	25	48	1,2[illegible]
UNLV							
1980-81	—	91	564	250	5	—	910
1981-82	—	93	733	253	10	—	1,089
1982-83	—	91	855	242	7	—	1,195
1983-84	—	108	940	251	4	—	1,303
Community Colleges							
CCCC							
1980-81	19	290	—	—	—	—	309
1981-82	5	337	—	—	—	—	342
1982-83	58	432	—	—	—	—	490
1983-84	54	478	—	—	—	—	532
WNCC							
1980-81	0	64	—	—	—	—	64
1981-82	29	31	—	—	—	—	60
1982-83	18	39	—	—	—	—	57
1983-84	19	40	—	—	—	—	59
TMCC							
1980-81	18	165	—	—	—	—	183
1981-82	15	186	—	—	—	—	201
1982-83	28	195	—	—	—	—	223
1983-84	24	294	—	—	—	—	318
WNCC							
1980-81	16	74	—	—	—	—	90
1981-82	42	82	—	—	—	—	124
1982-83	156	106	—	—	—	—	262
1983-84	8	122	—	—	—	—	130
System							
1980-81	53	703	1,381	431	22	48	2,638
1981-82	91	770	1,512	469	34	45	2,921
1982-83	260	911	1,690	431	26	42	3,360
1983-84	105	1,080	1,844	445	29	48	3,551

IR 11/2/84

Source: HEGIS surveys from 1981 to 1985

STUDENT FTE ENROLLMENT FORECAST
UNIVERSITY OF NEVADA SYSTEM

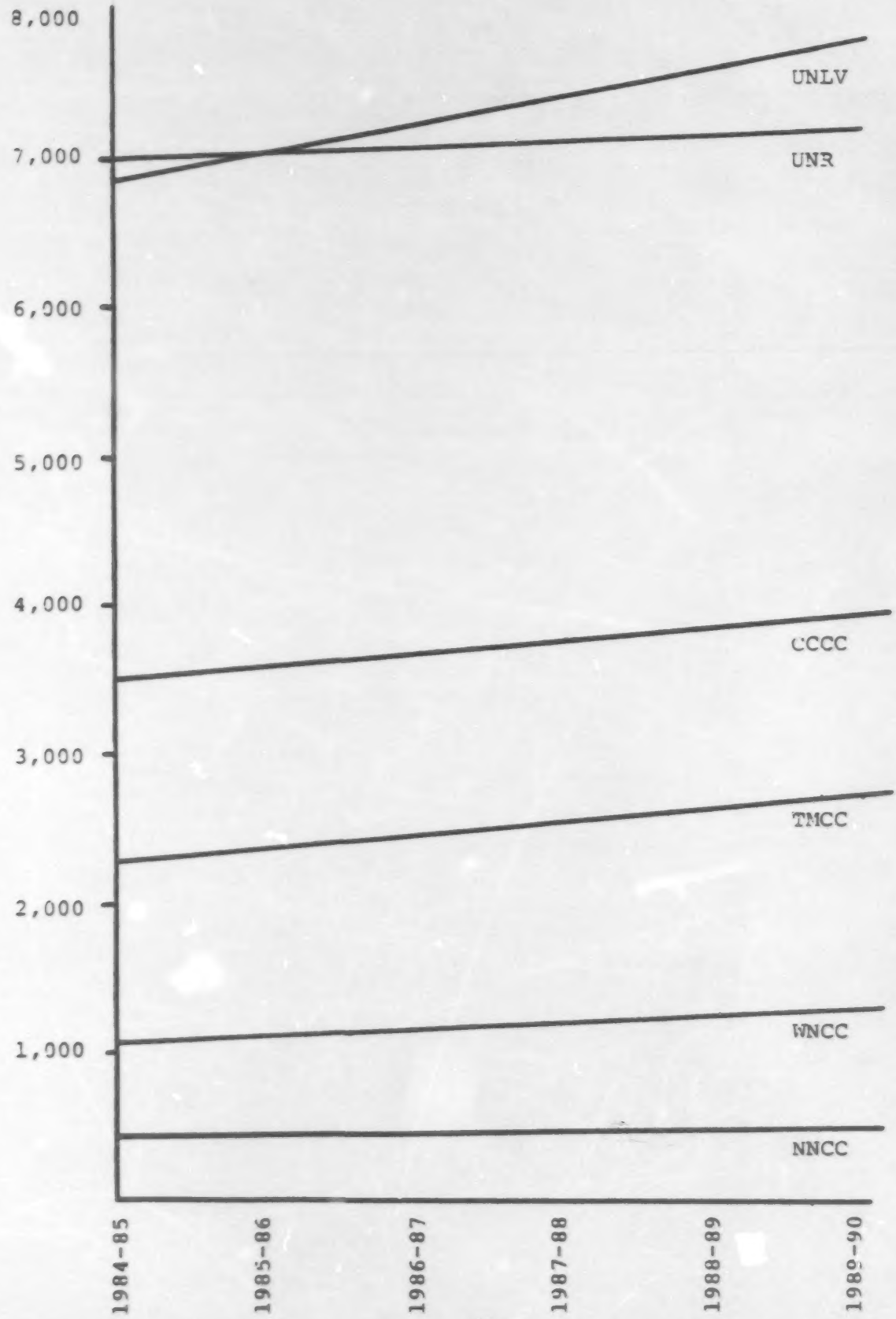


Figure 2

STUDENT HEADCOUNT ENROLLMENT FORECAST
UNIVERSITY OF NEVADA SYSTEM

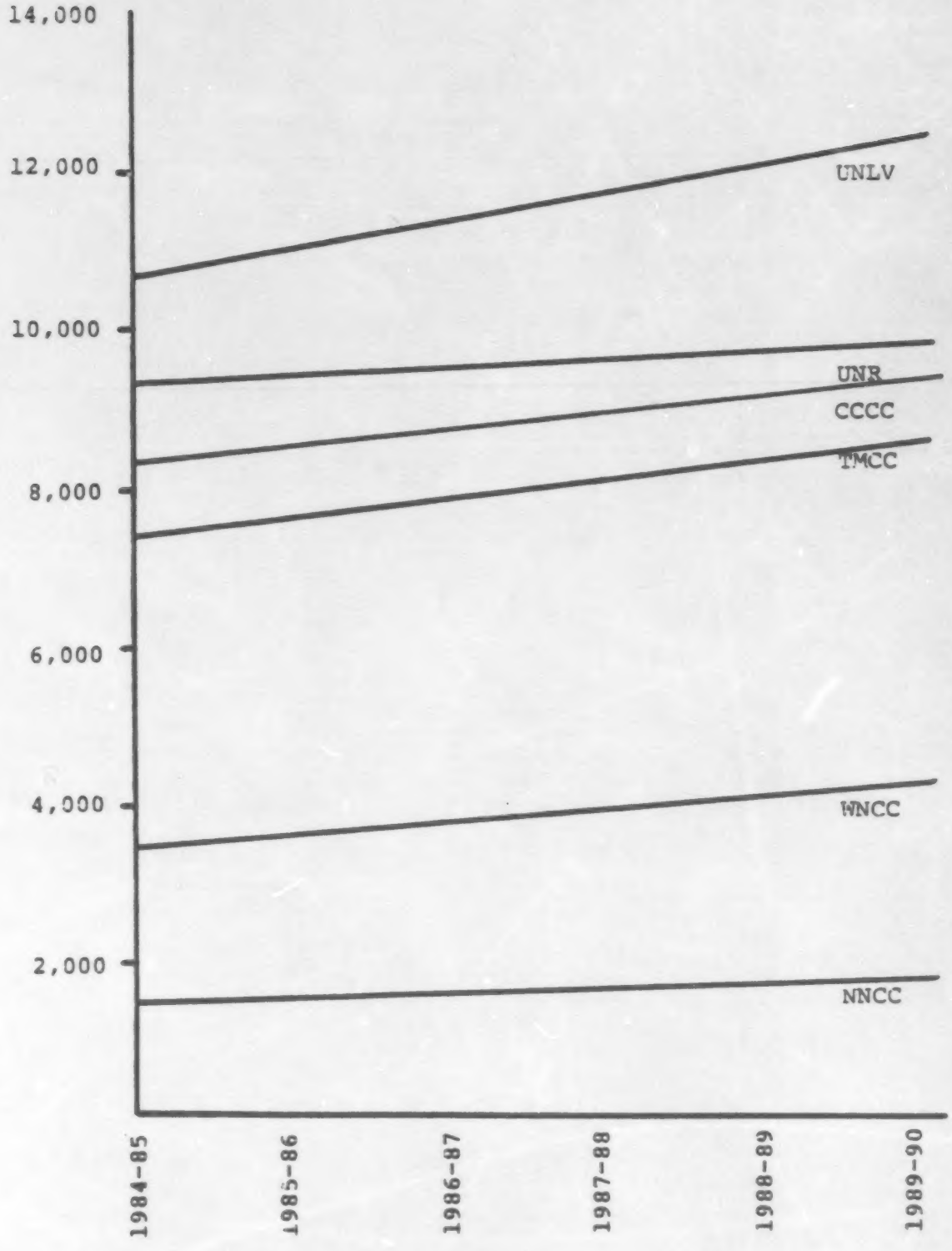


Figure 3

at UNR, to a high of 4.15% for student headcount and FTE at WNCC. Table 3 lists the estimated average annual growth for each campus. Systemwide enrollment is expected to reach over 46,000 students by 1990.

These are solid levels of growth during an otherwise declining period, which nationally may last up to 15 years due to the drop in the number of 18-year-olds. The community colleges are expected to grow at a slightly faster rate than the universities, as illustrated in Table 3, due to relatively low tuition, flexibility in adapting curriculum to changing adult and community service needs, large numbers of part-time older students, and open admissions.

As enrollments remain steady and rise, the number of UNS graduates will also increase. Table 4 reports the total number of degrees and certificates conferred throughout the System for 1981 through 1984 graduates. The System graduated 35% more students in 1983-84 than 1980-81 with the largest increases in the number of certificates granted at the community colleges (98%) and the number of baccalaureate degrees conferred at UNR and UNLV (54%). The number of students seeking degrees or certificates is also expected to hold steady throughout the decade.

Degrees Offered

The appendix of this report contains an easily referenced list of all degrees (by type, level, and campus) offered within the University of Nevada System. This provides a comprehensive look at all academic program offerings in public higher education in Nevada.

INDEX OF DEGREES OFFERED: UNIVERSITY OF NEVADA SYSTEM

The following index contains a listing of all degrees presently offered by the campuses of the University of Nevada System, classified by level of degree, academic field, and campus.

- University of Nevada, Las Vegas
- University of Nevada, Reno
- Clark County Community College
- Northern Nevada Community College
- Truckee Meadows Community College
- Western Nevada Community College

University of Nevada System Degrees

COPY AVAILABLE

Program	UNIVERSITIES UNR	UNLV	COMMUNITY COLLEGES CCCC	NNCC	TMCC	WNCC
AGRICULTURE						
Agricultural Economics	B,M					
Agricultural Education	B					
Animal Science	B,M					
Farm and Ranch Management				A		
Integrated Pest Management	M					
Ornamental Horticulture			C,A			
Plant Science	B,M					
Resource Management	B,M					
Veterinary Science	B					
BUSINESS						
Accountancy		M				
Accounting	B	B	C,A		C,A	
Accounting Technician				C		
Administrative Secretarial					C,A	
Banking and Finance			C,A			
Bookkeeping			C			
Business Administration	M	M		C,A		
Business Management			C,A			
Casino Management			C,A			
Clerical					C,A	C,A
Economics	B,M	B,M				
Finance	B	B				
General Business					C,A	C,A
Hospitality Science					C,A	
Hotel Administration		B,M				
Hotel Technology			C,A			
Legal Secretarial					C,A	
Management	B	B				
Management Information Systems		B				
Marketing	B	B			C,A	A
Marketing/Merchandising/Retail Management			C,A			
Medical Secretarial					C,A	
Mid-Management					C,A	A
Money and Banking					C,A	A
Occupational Aide			C			
Office Administration			C,A	A	C,A	C,A
Real Estate			C,A		C,A	C,A
Savings and Loan			C,A			
Secretarial					C,A	
Secretarial and Clerical				C		
Small Business Management					C,A	C,A
Stenographic Secretarial						A
Word Processing			A	C	C,A	C,A
COMMUNICATIONS						
Communication Studies		B,M				
Communications			A			
Journalism	B,M					
Speech Communication	M					
Speech and Theatre	B					
COMPUTER AND INFORMATION SCIENCES						
Computer Information Systems	B					
Computer Science	M	B,M				
Data Proceesing			C,A	C	C,A	A
Micro-Computer					C,A	
EDUCATION						
Athletic Training		B				
Child Development (Infant/Toddler)			C,A			
Child Development (Pre-School Education)			C,A			
Child Development (Teacher Aide)			C			

Program	UNIVERSITIES UNR	UNLV	COMMUNITY COLLEGES CCCC	NNCC	TMCC	WNCC
General Counseling		M				
Counseling and Educational Psychology and Foundations		M,D				
Counseling & Guidance Personnel Services	M,S,D					
Curriculum and Instruction		M,S,D				
Early Childhood Education				A		
Educational Administration and Higher Education	M,S,D	M,S,D				
Elementary Education	B,M,S	B				
Kindergarten Primary	B					
Music Education	B					
Physical Education	B,M	B,M				
Reading	S					
Recreation	B	B				
Secondary Education	B,M,S	B				
Secondary, Postsecondary and Vocational Education		M,S,D				
Special Education	B,M,S	B,M S,D				
ENGINEERING						
Automotive Technology Program			C,A	C,A	C,A	
Chemical Engineering	B					
Civil Engineering	B,M					
Drafting Technology Program			C,A		C,A	
Engineering	D	B				
Electrical Engineering	B,M					
Electronic Engineering Technology			C,A			
Electronics Service Technology			C,A			
Electronics Technology					C,A	A
Engineering Drafting					C,A	
Engineering Science	B					
Geological Engineering	B,M,P					
Mechanical Engineering	B,M					
Metallurgical Engineering	B,M,P					
Mining Engineering	B,M,P					
Solar Energy Technology					C,A	
Surveying Technology						A
Welding Technology			C		C,A	C,A
FOREIGN LANGUAGES						
Foreign Languages & Literatures	M					
French	B	B,M				
German	B	B				
Romance Languages		B				
Spanish	B	B,M				
HEALTH						
Dental Assisting					C,A	
Dental Hygiene			A			
Emergency Medical Technology					C	C
Exercise Physiology		M				
Health Aide			C			
Health Education	B	B				
Licensed Practical Nurse			C	C	C	C
Medical Technology	B					
Medical Sciences	B					
Medicine	D					
Nursing	B,M	A,B		A	A	A
Nursing Assistant						C
Pre-Dental	B					
Pre-Medical	B					
Pre-Pharmacy	B					
Pre-Physical Therapy	B					
Radiologic Technology		A,B			A	
Respiratory Therapy			A			
Speech Pathology	B					

BEST COPY AVAILABLE

Offered by Level, Field, and Campus

Program	UNIVERSITIES UNR	UNLV	COMMUNITY COLLEGES CCCC	NNCC	TMCC	WNCC
Speech Pathlogy & Audiology		M				
HOME ECONOMICS						
Child Development & Family Life	B					
Clothing and Textiles	B					
Culinary Arts					C,A	
Food and Nutrition	B					
Food Service Technology			C,A		C,A	
Home Economics	M					
Home Economics Education & Community Services	B					
Shelter and Environment	B					
LAW						
Legal Assistant			C,A			
Prelegal	B					
LETTERS						
English	B,M,D	B,M	A			
Teaching of English	M					
LIBERAL/GENERAL STUDIES						
Arts			A	A	A	A
General Studies	B		A	A	A	A
General Transfer			A			
Liberal Studies		B				
LIFE SCIENCES						
Biochemistry	M,D					
Biology	B,M,D					
Biological Science		B,M				
Botany	B,M					
Cellular and Molecular Biology	M,D					
Zoology	B,M					
MATHEMATICS						
Mathematics	B,M					
Mathematical Science		B,M				
MULTI/INTERDISCIPLINARY STUDIES						
Asian Studies		B				
Basque Studies	D					
Film Studies		B				
Land Use Planning	M					
Latin American Studies		B				
Social Science Studies		B				
Women's Studies		B				
PARKS AND RECREATION						
Swimming Pool Technician			C			
PERSONAL AND SOCIAL DEVELOPMENT						
Physical Education Emphasis			A			
Recreation	B					
Recreation Aide			C			
Recreation Emphasis			A			
Sports Officiating			C			
PHILOSOPHY, RELIGION & THEOLOGY						
Philosophy	B	B				
PHYSICAL SCIENCES						
Applied Physics		B				
Atmospheric Physics	M					
Chemistry	B,M,D	B				
Geochemistry	M,D					
Geography	B					
Geology	B,M	M				
Geology & Related Earth Sciences	D					
Geophysics	B,M,D					
Geoscience		B				
Geotechnical Science				A		
Hydrology and Hydrogeology	M,D					
Physics	B,M,D	B,M				
Science			A			
PSYCHOLOGY						
Psychology	B,M,D	B,M				
PUBLIC AFFAIRS & PROTECTIVE SERVICES						
Administration of Justice			C,A	A	C,A	
Corrections					A	C,A
Criminal Justice	B	B				
Fire Science Technology			C,A		C,A	
Fire Science Management			C,A			
Industrial Security						C,A
Juvenile Justice					A	A
Law Enforcement					A	C,A
Police Traffic Safety						A
Private Security					A	
Public Administration	C	B,M				
Public Administration & Policy	M					
Social Work	B	B				
Traffic Accident Investigation						A
Traffic Engineering Technology						A
SOCIAL SCIENCES						
Social Science		B	A			
Anthropology	B,M	B,M				
History	B,M	B,M				
Political Science	B,M	B,M				
Social Psychology	B,D					
Sociology	B	B,M				
TRADE AND INDUSTRIAL						
Architectural Drafting					C,A	
Auto Body Service					A	
Automotive Mechanics				C,A	C,A	C,A
Building Trades					C,A	
Diesel Mechanics				C,A	A	
Mechanical Drafting					C,A	
Refrigeration & Air Cond. Service					C	
VISUAL & PERFORMING ARTS						
Art	B	B				
Dance		B				
Fine Arts			A			
Graphic Arts Technology			C,A			
Music	B,M	B,M				
Music Applied	B					
Theatre Arts		B				

KEY

C — Certificate of Achievement (all levels)
A — Associate (A.A., A.S., A.A.S.)
B — Baccalaureate (B.A., B.S., B.S.B.A., B.F.A., B.S.C.E., B.S.E.E., B.S.E.S., B.S.H.A.)
M — Master's (M.A., M.S., M.B.A., M.P.A., M.Ed., M.M., M.A.T.E., M.S.V.C., M.S.C.E., M.S.E.E.)
S — Specialist Certificate (1 year beyond Master's)
D — Doctorate (Ph.D., Ed.D.)
P — Professional (Geol.E., Met.E., E.M.)

BEST COPY AVAILABLE